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Proposal for the Creation of a National Network of Global Studies High Schools

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Summary

This is a proposal to seek private and public funding to create a national network of global studies high schools (GSHS). The aim of a network of GSHSs is to enlarge the leadership corps of the next generation and to equip its members to address mounting global challenges to the security, material welfare, and freedoms of the American people, the citizens of open societies everywhere, and those who are striving to join their ranks.

The discussion is divided in four sections. The first briefly reviews the findings of national studies reporting the lack of basic knowledge of world history, geography, economics and political affairs of young people, particularly those in high school, and their low level of achievement in language instruction, notably for Less Commonly Taught Languages, like Chinese and Japanese.

The second sketches the organization of four national competitions, designed to create a network of GSHSs, to increase their number, and to provide the instructional and logistical support for the network:

The first competition would be targeted at leading GSHSs, which would comprise the initial foundation for the network. They would comprise the initial registry of GSHSs.

The second would identify aspiring GSHSs and provide funds for their advancement to the registry.

The third competition would be open to accomplished global studies teachers or administrators who were prepared to lead their high schools and communities to become members of the network.

The fourth competition would be aimed at Colleges of Education or experienced private organizations in international education, like iEarn, who would be recruited to service the network.

The third section outlines the coalitional supports that have to be locally pieced together of teachers, students, administrators, boards of education, and communities to support GSHSs and a national network. Colleges of Education, which are a primary source for high school instructors, have a particularly important role to play in developing courses and curricula for pre-service teachers to reflect a greater emphasis and priority on global studies and language instruction in cooperation with liberal arts and professional schools at their home universities.

Finally, some criteria to apply to applications for grants are spelled out. The important point is to remain flexible about what qualifies a high school for national status as a GSHS to take account of local circumstances and assets.

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"For every complex problem there is a simple solution. And it's always wrong,"

— *H. L. Mencken*

What a Network of Global Studies High Schools Seeks to Accomplish

This paper proposes the creation of a national network of global studies high schools, building and expanding on the existing, but autonomous, global studies and international high schools and networks that currently exist.

The aim of a network of global studies high schools (GSHSs) is to enlarge the leadership corps of the next generation and to equip its members to address mounting global challenges to the security, material welfare, and freedoms of the American people, the citizens of open societies everywhere, and those who are striving to join their ranks. Absent an informed public led by knowledgeable leaders in all walks of life, Americans and likeminded citizens and their regimes around the world are at perilous risk.

The call for citizen initiative and leadership re-affirms what President John F. Kennedy stipulated as the precondition of national survival and prosperity in the darkest days of the Cold War: "In your hands, my fellow citizens, *more than in mine*, will rest the

final success or failure of our course."¹ A national network of global studies high schools, funded by private and public sources, is a down payment on ensuring that this precondition is met. The record so far is not encouraging.

Building a Case for a National Network of GSHSs

The discussion is divided in four sections. The first briefly reviews the findings of national studies reporting the lack of basic knowledge of world history, geography, economics and political affairs of young people, particularly those in high school. It details the failure of American high schools to educate and inform a rising generation of Americans about the emergence of a global society and the challenges posed by this revolutionary condition to Americans and to the world's diverse and divided peoples. What is at stake is the capacity of Americans, in cooperation with like-minded peoples everywhere, to shape a resistant global environment in ways responsive to their shared values, aims, and interests.

To do so effectively implies an American public that understands the challenges of globalization and is equipped with the conceptual tools, linguistic capabilities, cultural knowledge, and professional know-how and skills keyed to address these issues. A broad, in-depth understanding of the complexity of the issues confronting the American people and the world's populations cannot today be confidently predicated of American youth, notwithstanding the excellent work of selected international high school programs that dot the country. These challenges will grow with the expansion of the world's populations —over six billion today, eight by 2030, nine to ten by 2050. The problems of a world society of increasingly interdependent peoples and states can't be solved unless they are first understood and a rising generation is equipped with the means to address them. Connecting the dots — linking and enlarging the nation's global studies high schools — is a way forward.

Second, the paper sketches a rationale for the creation of an interacting network of global studies high schools to begin closing the gap in knowledge about the world, its peoples, and its problems. Schools designated as global studies high schools (GSHSs) will be expected to meet certain criteria to receive that designation and, *ipso facto*, will be eligible to compete for grants to widen and deepen their global studies programs. Added to this national system of designation will be another competition for schools seeking GSHS status. All grants depend on matching funds from the school and their school boards.

Third, drawing on the experience of proven global studies/ international high school programs, the paper, identifies a provisional menu of projects and programs that could be supported by private and public funds. If funded as building blocks for the creation of a network of GSHSs, a scaffolding would be erected that, once tested and stable, can be extended to other schools. Depending on available funding, this

¹ Inaugural Address of President Jack F. Kennedy, January 20, 1961, Washington, D. C., <http://www.bartleby.com/124/pres56.html> (Italics added).

scaffolding could also include funding for infrastructure support of a national network of GSHSs, as well as financial incentives for eliciting a greater role for Colleges of Education in global studies, the production of increasing numbers of competent instructors in global studies, mobilizing school boards to support an expansion in this area, and the recruitment of high school principals as leaders in the reinforcement and improvement of instruction and programs in global studies.

Fourth, since the designation of a global studies high school would be determined through periodic nationally organized competitions, both for purposes of designating schools as national resource centers for global studies education and for allocating funding from private and public sources to these GSHS, this section provisionally suggests some relevant criteria for organizing the competition and defining the criteria for grant applications.

The discussion below is designed to stimulate debate. It is not advanced as a completed program to be immediately circulated for funding by private and public agencies. This is a work in progress. Whether it can advance to a proposal stage in some form will require a collective effort to perfect this proposal, including the contributions of international studies schools organizations, accomplished high school instructors from around the country, concerned administrators and school boards, committed parents, and the vitality, enthusiasm, and intellectual talents of students — all working together to develop a growing network of GSHSs to provide the students of their communities with challenging and relevant educational programs in global studies.

Absent progressive coalitions at the local levels as building blocks of state, regional, and national support for the GSHS idea, it will be difficult to convince private and public agencies to allocate scarce resources to the GSHS program when other pressing educational (and non-educational) programs appear to be more urgent or of higher priority. However compelling the case for a network of GSHSs may be, it must be cast in sobering light of these potential barriers — welding together coalitions of support at all levels of community action and addressing the financial limits of private and public funding agencies— if it is to get off the ground and become self-sustainable.

1. What's the Problem?

Anders Henrikson's *Non Campus Mentis* captures the problem facing educators in explaining the world to distracted and ill-informed students. These are excerpts from the papers of college students (who were once high school students), addressing the topic of an "A New World Order."²

"Gorbachev became top Russian after the death of Leonid Bolshevik.
Gradually the USSR shifted to a new planet of existence."

² *Non Campus Mentis: World History According to College Students*, compiled by Professor Anders Henriksson. New York: Workman Publishing, 2001, pp. 133-35.

"One major source of conflict since World War II has been Israel's relations with the Palestinians. The Carter administration found itself face to face with this problem during the so-called Iran Hostage Crisis." Or,

"Dim El Sum ruled. . . . North Korea. China had so many Chinese that forced birth patrol became required. This is where people are allowed to reproduce no more than one half of themselves. Manifest Destiny is China yarning [sic.] to embrace Thai Won as a kind of imperialist forplay [sic.].

Less humorous but all too real are these findings of national surveys:

— 60% of Americans aged 18-24 can't locate Iraq on the map of the Middle East;³ only 14 % of young Americans could find Israel on the same map; only 37% could find England on a map of Europe; and 3 of 10 Americans in the 18-24 age group dismissed the knowledge of geographic locations as important for their lives or the nation;

— Knowledge of U.S. geography fares little better: only a half of young Americans could find New York on the map and only a quarter of *college-bound* students could correctly identify the ocean that separates the United States from Asia;

— Language instruction for a complex world society is also in arrears: only a half of U.S. students study a foreign language, and most at an elementary and forgettable level; 70 % study Spanish in contrast to Australia where 25% of students learn Asian languages; more than a million U.S. students study French (spoken by 80 million people) yet fewer than 25,000 study Chinese, spoken by 1.3 billion people, while 75% of American students incorrectly identified English as the world's most widely spoken language.⁴

— Pools of proficiency in multiple languages as national resources are only a down payment on in-depth knowledge of the national and cultural contexts within which these languages thrive. While language proficiency at a high level is a prerequisite for access to other peoples, only about one percent of U.S. undergraduates study for credit abroad and most of these are concentrated in Europe (UK, Italy, Spain, and France). Fewer still study language seriously at the high school level

So why should we care?

The informed and engaged citizen is the foundation on which American democracy rests. Absent the active participation of a knowledgeable leadership corps and its support by a majority of Americans, there is little likelihood that the necessarily

³ "National Geographic — Roper 2002 Global Geographic Literacy Survey." National Geographic, 2002.

⁴ "National Geographic — Roper 2002 Global Geographic Literacy Survey." National Geographic, 2002.

scarce human and material resources of the United States will be effectively mobilized and targeted to successfully negotiate — a ceaseless imperative — a world society and its governance in ways responsive to American values, aims, and interests. What is too often overlooked is that solutions to the problems confronting the American people and the world's populations hinge on updated, informed, and constantly tested knowledge.

While most would agree that national policies to shape the world to map with American preferences depends on the support of the American people if they are to be effective and legitimate, what is less understood, as Sir Henry Maine recognized over a century ago, is that "there can be no grosser mistake [than] to have the impression that Democracy differs from Monarchy in essence. . . . The tests of success in the performance of the necessary and natural duties of a government are precisely the same in both cases."⁵

Maine's point is echoed by concerned educators today, who face a world more complex and challenging than that experienced by Maine and his contemporaries. Harry Harding, Dean of the Elliott School of International Affairs at George Washington University, updated Maine's cautionary observation in these words:

Issues of human security, such as the long-term effects of global warming or the spread of HIV/AIDS, affect Americans in much the same ways they affect Asians, Africans, or Europeans. The answers to most of the world's major problems, from environmental concerns to communicable disease, lie squarely in the hands of an educated citizenry — people across professional, socioeconomic, ethnic, and religious lines with greater knowledge and understanding of world regions, languages, and problems. Increasingly, it is these global issues, along with their local and, often, personal repercussions that demonstrate most clearly the need for international education in every American school and that help to make international content seem relevant to young people.⁶

Humans, each individual and their countless social agents and governing institutions, are interconnected and interdependent as never before. This condition has been created, and is now propelled relentlessly forward, by instant world-wide communications; rapid, low-cost, long-range transportation; accelerating rates of scientific discovery and technological innovation and the rapid dissemination of this knowledge to all parts and populations of the globe; and ceaseless expansion of global markets in trade, monetary, financial, and labor flows across national borders.

What is new to the human condition is not only the widening scope, intensity, accumulating density, real-time speed and impact, cascading effects and synergisms of human exchanges across the globe over an increasing number of domains of concern to humans everywhere, but also, and now more relevantly, the progressive consciousness of

⁵ Sir Henry S. Maine, Popular Government (New York: Henry Holt, 1886), pp. 60-61. The quotation is lightly inverted here, but Maine's essential meaning is preserved.

⁶ Internationaled.Org | Who We Are. 2007. <http://www.internationaled.org/why.htm>.

this condition by enlarging segments of the world's populations. Actors instinctively know and progressively understand that what each actor wants depends increasingly on the cooperation – consensually or coercively elicited — of millions of other actors, arguably billions, depending on the issue to be addressed.

Illustrative global issues, besides those identified by Harding, include checking the spread of weapons of mass destruction and terrorist threats to civil societies, anticipating natural and man-made ecological disasters and limiting their damage when they occur, generating greater plenty for the world's populations with over two billion living on less than two dollars day, closing the gap in income inequality, promoting human rights around the globe, and fashioning bridges between currently clashing cultural and religious communities that place the world's population in peril now that humankind possesses the means of its own self-destruction.⁷

Given the scope and number of mutually dependent actors confronting global issues, it follows, *ipso facto*, that these are more complex and intractable than these same problems when posed at local, national and regional levels. More actors imply that more conflicting interests and accompanying power centers have to be taken into account in creating cooperative efforts to address shared problems, like global warming or terrorism. Uncertainty about the outcomes of interdependent exchanges will inevitably arise as a consequence of the increased difficulty of estimating the differential material capacities and power of actors to get their way. Local or national subsidiary forms of socio-economic and political issues, however important, are increasingly drawn into the vortex of a global society. Solving global issues, encompassing shared security and ecological threats, universal striving for increased material welfare and sustainable economic growth, ceaseless population movements across national borders, disease, crime, human rights claims and demands for popular rule require being addressed *simultaneously and synchronously* at all levels of relevant human action; that is, globally.

If all of these globalized human concerns — and others that can be cited — which are impacting on the world's populations are viewed as a whole, it becomes readily apparent that humans have reached a new and arguably revolutionary stage, now consciously understood by increasing numbers, that they are members of a global society for the first time in the social evolution of the species. The globalization of the nation-state as the principal solution to global order over four centuries, the ascendancy of global markets as the central social institution to organize the production and distribution of wealth and welfare, and the primacy of popular consent as the foundation for legitimate rule — all these human creations testify to the emergence of global human interdependencies and the rise of a global society.

Gradually spreading consciousness of being a member of a larger global society,

⁷ See, for example, Diamond, Jared. 2005. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking; Rees, Martin. 2003; Rees, Martin J. *Our Final Hour: A Scientist's Warning: How Terror, Error, and Environmental Disaster Threaten Humankind's Future in This Century — One Earth and Beyond*. New York: Basic Books, 2003.

while a beginning, is not enough to address the problems Americans and peoples everywhere face. Knowing what membership implies for the life chances of individuals and for their particular communities, and what needs to be done to cope with shared global problems — these are prerequisites of an up-to-date liberally educated person and an informed and engaged citizenry. However young Americans or their elders may be uninformed about the world they live in, 94% of polled American adults agree that a key part of preparing for a more global society is learning about cultures from around the world.⁸ Closing the gap between this stipulated need — what most Americans seem to agree upon — and the currently depressing preparation of young Americans for the world they confront provides some hope that the proposal for an network of global studies high schools is an idea whose time has come.

These general concerns about global issues are deepened by economic and security challenges posed by globalization for Americans. Ambassador Nicholas Platt, President of the Asia Society, stated problem of serious linguistic and politico-cultural shortfalls in American capabilities to meet these challenges:

As September 11 showed us, when the State Department issued urgent calls for speakers of Arabic, we don't have enough national capacity in the major world languages to meet the need of our intelligence and counter-terrorism communities, of our military, for effective partnership with our allies, or for homeland security. Police, public health and law enforcement officials will increasingly need to be able to deal with many different language groups. In all, some 80-plus federal agencies need foreign language expertise. And they are not simply looking for translators, but for analysts and experts in many fields who can interpret the cultural context, too.⁹

The need for more language, regional and, increasingly, global specialists who can weave local and regional patterns into global challenges confronting the United States are echoed in the Fact Sheet of the National Security Language Initiative:

An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens.¹⁰

When the Soviet Union launched Sputnik in October 1957, the country and federal government immediately responded by creating funding for improving not only scientific, technological, and mathematic education, but also for strengthening knowledge about the principal regions of the world with particular attention to their cultures, religions, politics, and language groupings. The Department of Education Title VI

⁸ "Americans Call for Leadership." NAFSA: Association of International Education, 2006.

⁹ Internationalled.Org | Who We Are. 2007. <http://www.internationalled.org/why.htm>.

¹⁰ Fact Sheet, NSLI, Office of the Spokesman, Washington, DC, January 5, 2006, www.state.gov/r/pa/prs/ps/2006/58733.htm.

regional centers programs were the result of this surge.

While great progress has been made in creating National Resource Centers in regional studies at the college and university levels, there remains a serious gap in development at the high school level, not only in enlarging language pools in Less Commonly Taught Languages spoken in areas where American security and economic interests are deeply engaged, but also in orienting students early in their educational programs to acquire language skills and foundational analytic capacity to "interpret" these regions along the relevant dimensions of knowledge sketched above. A key component of a national network of GSHSs would be dedicated to filling these glaring national needs.

Much has already been written and said about the competitive rigors of a globalized economy and the challenges that this poses for the American economy and, specifically, for American labor and the shrinking of good paying jobs.¹¹ One in five jobs is now tied to international commerce.¹² Since 1979, U.S. trade with Asia exceeds that of Europe. Economic growth will depend increasingly on penetrating foreign markets where expansion is already greatest today and promises to be the leading edge of the world economy for the indefinite future. Population will drive this expansion. Ninety-five percent of the world's population growth over the next fifty years will be outside Europe. Even now, two-thirds of the world's purchasing power and 97% of the world's consumers are outside the United States. On this score, the American people appear ahead of many businesses and governmental agencies in adapting to this demanding economic environment. Over 90% of American adults are reported to believe that both learning about other cultures and their languages are prerequisites for preparing to meet foreign competition.¹³ The time is ripe to get ahead of public opinion by developing educational programs, notably a network of GSHSs, that will strengthen the position of Americans to regain their slipping economic lead in a global economy.

2. How Can We Get There?

The scope and depth of the educational deficits of the United States and its expanding needs for greater and more effective instruction in language, culture and global issues at all levels are daunting. These national needs confront several formidable constraints. These are not the only needs of the American people, when measured and evaluated against pressing security issues: military conflicts in Iraq, Afghanistan, and the Middle East, terrorist threats to civil societies, here and abroad, and the spread of conventional weapons and the proliferation of nuclear states around the globe. The

¹¹ Friedman, Thomas. *Lexus and the Olive Tree*. New York: Farrar Straus, Giroux, 2000; Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus, and Giroux, 2005; Bhagwati, Jagdish. *In Defense of Globalization*. Oxford: Oxford University Press, 2004.

¹² Internationaled.Org | Who We Are. 2007. <http://www.internationaled.org/why.htm>.

¹³ "Americans Call for Leadership." NAFSA: Association of International Education, 2006.

federal budget exceeds \$9 trillion; trade deficits continues to mount; and, currently, a burst housing bubble and a global credit crunch prompted by the sub-prime mortgage crisis places severe limits on what additional discretionary spending can be elicited from federal or state agencies. Add to these constraints are entitlement programs for health and the raiding of the social security lock box to address these security and financial problems. Advancing any new educational program, however attractive and needed, requires some measure of prudence and restraint. These constraints advise caution in mounting ambitious new spending initiatives, even if the private sector and foundations are factored into the funding equation.

Under these conditions of scarce resources and the competition of other programs, the initial installment in creating a network of GSHSs should build on strength. We envision a four-tiered national competition created and supported by private and public funds.

First, high schools, like Walter Payton College Preparatory High School in Chicago, Evanston Township High School, and other Goldman Sachs Foundation awardees that have proven global studies programs or meet the criteria identified below would form one group of schools. These would be eligible to compete for funds to improve their global studies activities and, as a condition of funding, to act as mentor schools for aspiring GSHSs.

A second competition would be aimed at aspiring GSHSs. Their proposals for GSHS designation would not only have to meet the criteria for qualifying as a GSHS but their applications, as with established GSHSs, would also require some form of matching contribution by the aspiring high school and its governing school board to qualify for GSHS designation and to receive financial support for their global studies programs.

A third competition would be targeted at individual instructors or administrators whose high schools do not yet qualify for GSHS status, but who are committed to developing global studies programs and placing them on the path to GSHS status. These promising individuals would become the lightning rods of their schools, attracting faculty, student, administrative, and community support for the creation of a GSHS. Through their efforts, creativity, and leadership, the network of GSHS can be expected to grow.

A fourth competition would be directed toward Schools and Colleges of Education to ensure the effectiveness and growth of the GSHS network. Schools of Education, in cooperation with humanities, social science, and language departments, at their colleges and universities, would be the principal source of capable, well educated globalists. To receive a network grant, Schools of Education should have curricular requirements that reflect a high priority placed on global studies. From this field of grantees, a School of Education would be selected to become the hub of the network. The criteria applicable to Schools of Education to enter the competition and some of the functions that they would perform are sketched below.

3. What Programs Would Be Supported?

Support at the High School Level:

Support for an interactive network of GSHSs would be cast at two levels. The first would cover support for proven components of global studies. No rigid list of global studies projects or programs would be established since the interests and human and material resources of schools across the country are so varied and tailored to local conditions and needs. A defining and limiting list of what are acceptable global studies programs might also discourage the proposal of new, innovative initiatives that would enrich the menu of global studies programs across the country.

For the purposes of this discussion, some examples may be helpful. Of particular importance would be advanced language instruction at a high proficiency equivalent to six semesters of college instruction and in-depth knowledge of the history and culture of those peoples associated with the spoken language. Key global studies courses would include world survey courses in literature, art, history, and socio-economic and political development. Global studies program might include courses, workshops, conferences, or annual speakers programs that include a mix of outside foreign visitors, locally available experts on countries that were being studied (again associated with language and cultural instruction), business, media and civic leaders with international experience, and elected, appointed, or civil servants with knowledge and experience in foreign countries, covering economic, social, and political exchanges.

These types of forums increase the global issue competence of students. Students could be encouraged to conduct self-taught projects on particular issues and present findings and problem-solving strategies to classmates, teachers, parents, and interested civic groups.

To these examples might be added support for student and teacher exchanges with students and teachers in other countries, particularly those related to language instruction. Also important would be careful preparation and instruction for these exchanges to fully exploit their possibilities for mutually effective and beneficial learning. A particularly attractive program that is economically efficient and effective is the development of a "shadowing" teacher-exchange program. The two schools, the foreign contact and the American homologue, identify their strengths and weaknesses and assist each other in improving on the latter to mutual advantage across global studies offerings. An American school pays for the visas, housing, food, and educational and social activities for a visiting teacher for a week or two, and similarly the host school does the same for an American teacher. Teachers would report on their experiences to colleagues, school administrators, and school board officials on how local programs might be improved by drawing on the experience of the foreign school.

Long-distance learning laboratories and equipment for video conferencing courses and seminars across borders, as well as individual, student internet, email, and text messaging exchanges are other elements of successful global studies programs.

What these types of mutually reinforcing educational and instructional activities seek to achieve is recognition of the increasing interdependence of peoples in addressing shared global problems, and the need for cooperation across national, ethnic, cultural, religious, and linguistic divides.

Social Infrastructure Support for GSHSs

The successful launching of a network of GSHSs hinges on the availability of competent instructors. An adequate pool does not presently exist.

The American Association of Colleges for Teacher Education has estimated that only about 5% of the nation's K-12 teachers have had any academic preparation in global or international studies.¹⁴ Dunning the Schools of Education to do a better job isn't the solution. Financial incentives, from private and public sources, have to be put in place to encourage changes in teacher education, such as cooperation with the traditional disciplines outside the College of Education to form educational programs for global studies instructors.

Getting the message to local school boards across the country and eliciting their interest and support is also critical. A national program of teach-ins for school boards would be an important element in creating support to ensure the effectiveness and growth of global studies at the high school level.

The interest and support of school boards will have to be supplemented by recruiting not only the teachers (and parents) within schools and districts for global studies but also the principals. Their leadership is a critical link in the chain of support. Principals are linchpins connecting faculty and parents and school boards and the instructional and programmatic work of Colleges of Education. Principals would benefit from time off to attend special seminars and retreats that define national imperatives in global studies and the role principals can plan in leading their schools to address them. School administrators also need quick-study "fixes" to identify workable strategies to position their schools as GSHSs or to improve what programs are already underway.

4. Criteria Applicable to Designation as a GSHS and Funding

1. Creating a Register and Grants Competition for Established Global Studies/International Studies High School Programs

a. Some Suggested Criteria for Inclusion

The provisional criteria sketched below to create a network of GSHSs responds to the skeleton structure of the program outlined above. It is at this stage, with the creation

¹⁴ Merryfield, Merry. "Teacher Education in Global & International Education." AACTE, 1994.

of a network of GSHSs and funding for global studies programs, that flesh and bone become a working body of GSHSs.

The first order of business will be the creation of a national registry of GSHSs around the country. The incentive for high schools to apply for listing on the registry is to gain access to grant competitions for established GSHSs.

An organization, preferably a leading College of Education, will have to be identified and funded to evaluate the credentials of high schools seeking GSHS status and to maintain the registry. This agency would also be expected to perform the functions, noted earlier, of maintaining communication links between GSHSs, providing information about best practices, circulating information about funding opportunities, etc.

Relevant criteria for registry would be drawn, inductively, from successful high school global or international studies programs. From the start, a network of GSHSs would be built on proven strength. These core sites would be the foundation for the development of a national high school corps capable of leading the United States in a global world. Successful programs, like some of those identified in the annual Goldman Sachs Foundation competition or other legitimating agencies, have some of the following properties, which distinguish them as leaders in global and international studies:

1. No less than three language programs, and at least one in an a leading Less Commonly taught Language (LCTL) (e.g., Chinese, Arabic, Hindi, Japanese, Korean, etc.), taught at the fourth year level of high school and equivalent to six semesters of college instruction;
2. Concentrations in the study of history, culture, socio-economic development, and internal and external politics of at least two of the advanced language groupings, and one of which is in the LCTL.
3. A junior-senior seminar on key global issues facing the American people and peoples of the world as interdependent members of a global society: e.g., global warming; controlling weapons of mass destruction; world poverty; terrorism; sustainable economic growth, democratization, human rights, etc.
4. At least one established foreign sister-school program with a foreign high school, with a privileged bonus score with countries in areas of LCTLs.
5. A faculty with a record of foreign experience, preferably with members who will have studied abroad in countries where LCTLs are the principal language spoken, or who support an established exchange program for faculty in high schools of other countries that also actively pursue global studies programs involving foreign visitors and the sharing of knowledge with foreign faculty and students.
6. At least one foreign in-service learning experience organized by the high school for interested students and the sharing of this experience with other students and

faculty at other GSHSs or aspiring GSHSs.

7 An annual speakers program exposing students to foreign visitors, the views of experts knowledgeable about selected global studies issues, including governmental officials, media personnel, businessmen, and professionals (e.g. lawyers, educators, scientists, physicians, accountants etc.) who work across borders with homologues in foreign countries.

8. Added evaluative points might also be accorded schools with working long-distance capabilities in linking with foreign high schools through video conferences, website exchanges, etc.

It is important to stress that these are suggested criteria for inclusion on the national registry, not a definitive listing. Nor would all schools have to meet each criterion. The listing is designed to prompt thinking and discussion of just what set of criteria would qualify a high school for GSHS status.

b. What Programs Would Be Eligible for Support?

The grants program for registered GSHSs would privilege innovative proposals over programs already being delivered to students. What these new initiatives might be would be left to the creativity and resourcefulness of the applying high school. Especially encouraged would be programs designed to train student leaders in global affairs and that would be extended to economically disadvantaged students who might be unable to participate in costly programs involving foreign travel and extended study abroad. Drawing on the experience of other GSHSs, for example, would be one way to identify a new initiative to be applied to another GSHS. This is an additional reason why a network of GSHSs should be created rather than ad hoc support for schools with free-standing programs. The sharing of knowledge and best practices with sustained and deepening links between faculty, students, and administrators is one of the principal aims of this network proposal.

2. Criteria for a Grants Competition for Aspiring GSHSs

High schools seeking GSHS status would be able to meet some, but not all of the criteria, required of registered GSHSs. What that entry or gateway to the grant competition for aspirants might be is left aside at this point. What seems clear is that aspirants should be expected to submit proposals to strengthen their existing global studies programs to position them to qualify for registration as a GSHS. Funds for new teaching positions in global studies or support for teacher exchanges that would be self-sustaining, such as the shadowing teacher program outlined earlier, might be candidates for support. Workshops for principals to acquaint them with working GSHS programs and how they work and are locally funded might also qualify for support.

The important point to be made is that scarce funds would not be spent through a scattershot approach such that any school would be eligible to enter the competition for

funding. Targeted funding promises to be most cost-effective, and it induces high schools and school boards, as the price of entry, to have already supported global studies at some level. Added funds would put the targeted high school(s) in a district over the top.

In all these grant programs, both for established and aspiring GSHSs, some form of matching funding, in direct money allocations or monetized in-kind service, would be a condition for entry into the grant competition. This is important to test and ascertain local commitment to a global studies high school program and to leverage private and public funding to support and expand the network and its sustaining infrastructure.

3. Criteria for Individual Grants to Committed Instructors and Administrators in Global Studies

The criteria applicable to individual grantees would be flexible and, broadly, would be divided into two tiers. The first would be funding available to individuals seeking to increase their professional expertise or pursue advanced degrees in global studies, like the on-line Master's or Ph.D. in Global Studies Education offered by the College of Education of the University of Illinois at Urbana-Champaign or similar degree programs elsewhere. The second tiered competition within this rubric would cover innovative proposals for new courses, seminars, in-service training, use of the internet, etc. Grantees would also be expected to lead their peers, students, administration, and communities in expanding global studies programs.

4. Incentives and Criteria for Colleges of Education to Infuse Global Studies into Preservice Programs

As noted earlier, the training and recruitment of language instructors and global studies expertise implies the active participation of Colleges of Education and colleges and universities dedicated to liberal arts education. Although many faculty and administrators in these programs are well aware of the global forces shaping national standards and educational priorities, it won't be easy to change colleges, universities, and their relevant disciplinary and professional units to equip an expanding corps of language and global studies instructors. Closer cooperation between Colleges of Education and Liberal Arts could be encouraged through targeted funding that results in programs that provide opportunities for study abroad, train professionals to teach Less Commonly Taught Languages, and provide the disciplinary knowledge to integrate global studies into courses and curricula.

Beginning the process of revising and reforming curricula, degree programs, and financial supports that would provide the logistical foundation, academic and intellectual leadership, and financial backing for a network of GSHSs is daunting. This dimension of a network of GSHSs requires deeper and more probing discussion than can be entertained in this paper. Overcoming inertia or surmounting the informed reservations and objections of potentially competing educational needs and objectives will not be easy.

It seems reasonable to expect a College of Education, with the requisite expertise and interest, to maintain and constantly upgrade a user-friendly system of communication between schools in the GSHS network. Functions, *inter alia.*, would include the identification of GSHSs, maintenance of web links to individual GSHS programs and best practices in global studies, and opportunities for mutual cooperation and sharing of scarce resources, like speakers, foreign visitors, or information about funding opportunities besides those supporting the national network of GSHSs. The College of Education that assumes responsibility for the network would, *ipso facto*, become a national and world leader in global studies education.

Conversely, if this strategy does not yield a strong candidate to lead the network, then an international education organization might be engaged to assume network responsibilities. At this point, it appears prudent to identify this dimension of a working GSHS network and leave discussion of this issue to a follow-on paper.

5. Conclusions:

There is ample evidence of the acute need for greater, more effective efforts to create a leadership corps of Americans from every walk of life, life-style, economic status, race, ethnic background, and gender. Given scarce resources and the competition of other valued public needs in security, health, economic growth, and environmental protection, the creation of a network of global studies high schools should build on existing strength. This foundation should be developed and the national resources extended as models for other aspiring high schools to emulate and rely on for support.

The case of a network of global studies high schools is but the first step in creating such a powerful, self-sustaining national asset. This paper contributes to building a persuasive brief for such a network.

What remains is the daunting task of mobilizing the will of the several constituencies, identified earlier — teachers, administrators, school boards, Colleges of Education, and students — to make this happen. But first, the commitment to the idea of a national network is a precondition for action.

Appendix A

Current Models of Global Networks:

The organizations below share some similarity with the proposal for a national network of GSHSs or seek to establish or assist such networks.

- **Asia Society** is an international organization dedicated to strengthening relationships and deepening understanding among the peoples of Asia and the United States. Founded in 1956 by John D. Rockefeller 3rd, the Society reaches audiences around the world through its headquarters in New York and regional centers in Houston, Los Angeles, San Francisco, Washington, D.C., Hong Kong, Manila, Melbourne and Shanghai. A nonprofit, nonpartisan educational organization, the Society provides a forum for building awareness of the more than thirty countries broadly defined as the Asia-Pacific region--the area from Japan to Iran, and from Central Asia to New Zealand and the Pacific Islands.
- **The International Baccalaureate (IB)**, www.ibo.org, aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB works with 2,164 schools in 125 countries to offer the three IB programs to approximately 579,000 students. The IB program includes the development of curriculum, the assessment of students, the training and professional development of teachers, the authorization and evaluation of schools. Programs are accessible to students in a wide variety of schools—national, international, public and private—through the relationship with IB World Schools worldwide. IB is expensive and time consuming to join or “become”.
- **National Peace Corps Association** – www.peacecorpsconnect.org/globaled
During the 2005-2006 school year, Global TeachNet collaborated with DC Public Schools to coordinate the **Model Global Elementary Schools** program. This program supported six schools in developing global awareness among students and assessing what makes an elementary school truly "global". Program centered on awareness of other cultures (food, festivals, customs).
- **Coverdell World Wise Schools** program of the Peace Corps was initially set up as a correspondence match program between Volunteers and U.S. classes; however, World Wise Schools expanded its scope over almost two decades by providing a broad range of resources for educators. Some 4,000 Peace Corps Volunteers in the field exchange e-mails, letters, videos and tapes, photographs, and telephone calls with classrooms in every state and the District of Columbia.

- **Global SchoolNet Foundation-** www.globalschoolnet.org
Mainly a meeting place for schools around the globe searching for partners in collaborative projects. Teachers can search for ongoing projects, post upcoming projects, and get ideas. Students can track expeditions of explorers and scientists engaged in projects around the world. There are competitions for schools, classrooms, or individual students.
- **International Studies Schools Network (ISSN)** – www.internationalstudiesschools.org
Asia Society and Gates foundation are creating “A leadership Network of International Studies Schools.” The program develops small secondary schools in urban areas that emphasize international knowledge and world languages. Members of the network share best practices, professional development opportunities, etc. . . . (For \$7.5 million from the Gates foundation plus a later \$2.08, and countless more from the Jack Kent Cooke Foundation, Fulbright-Hays, Freeman Foundation, and others, the ISSN is only 10-12 “personalized schools” nationwide with a total enrollment that will be about 5,000 students.) These schools serve as a model, though how their knowledge is disseminated among other schools is unclear.
- **Globe Schools Network** - www.globe.gov
Focus is collaborative science projects, but operates globally. Includes representatives from 109 participating [countries](#) and 140 U.S. Partners coordinating GLOBE activities that are integrated into their local and regional [communities](#). There are more than 40,000 GLOBE-trained teachers representing over 20,000 schools around the world. GLOBE students have contributed more than 17 million measurements to the GLOBE database for use in their inquiry-based science projects.
- **Outreach World**, www.outreachworld.org , is a comprehensive one-stop resource for teaching international and area studies and foreign languages in the pre-collegiate classroom. Includes a growing online community of educators committed to international studies, global citizenship, and life-long learning.
- **Indiana “International Spanish Academies” (ISA)-**
International Spanish Academies develop a quality English-Spanish education program through a network of selected schools in order to better promote the study of Spanish language and culture. ISAs are constituted in schools that have previously signed a cooperation agreement with the Ministry of Education and Science in Spain, as well as schools that are in compliance with existing federal and state laws. The program aims to develop a partnership between local schools, corporations and higher education institutions with the goal of exposing more students to world languages at earlier ages.

- **The Chinese American International School**, San Francisco, CA www.cais.org a 2004 Goldman Sachs winner. By establishing an Institute for Teaching Chinese Language and Culture, the school has become a leading resource for curriculum materials and teacher training in the field of dual-language programs. Through the Institute, the school offers assistance to other schools, both public and private, seeking guidance in teaching Chinese language and culture.
- **Michigan State College of Education**, Goldman Sachs winner 2004, for its outreach program, which is itself a kind of network. A cornerstone of the university's outreach to schools is its work with LATTICE (Linking All Types of Teachers to International and Cross-Cultural Education). The program convenes study groups of K-12 teachers, international graduate students and Michigan State faculty to explore international issues. LATTICE, which serves thirteen Michigan school districts, draws on the university's rich area studies resources and diverse community to bring international perspectives into the classroom.
- **Caretakers of the Environment International/USA** (Caretakers/USA) empowers youth with knowledge and skills for environmental leadership. Members participate in local, national, and international environmental projects; meet at conferences; and share ideas via computers and publications to improve science education, encourage scientific and environmental careers, and develop citizens who want to protect the world's environment. Caretakers has groups in more than 69 countries and national networks in USA, Canada, Netherlands, Portugal, India, Sweden, Ireland, Scotland, Pakistan and other nations.
- **Education Planet**, www.educationplanet.com , with Lesson Planet database. Attesting to the need for a comprehensive network, participants must pay to access database of curriculum that has online reviews by teachers.
- **The Choices for the 21st Century Education Program** is a national education initiative based at Brown University's Watson Institute for International Studies, www.choices.edu . Choices publishes curriculum units that encourage students to apply their knowledge in an authentic setting. Units are revised frequently to keep up with current events. Topics cover a range of foreign policy and international issues. Choices provides a range of online resources to complement its print materials. Resources include scholar presentations, speeches, photographs, paintings, other visuals, online ballots and surveys, annotated links to additional electronic resources on other sites, and lesson plans drawing on the online resources available. Choices provides a series of online resources that give students an opportunity to express their views beyond the classroom.
- **The 100 People Project**, www.100people.org The project will find and capture in film, photography, music and text 100 individuals who represent the global population, proportionate to annual global surveys and statistics. The media created by the 100 People Foundation is intended to educate participants to learn

more about world geography, culture, language, religion, music and shared resources. Schools nominate and photograph an individual who has inspired, someone who is a citizen of the country in which they live. International schools are encouraged to partner with a local school to make nominations. The goal of local school partnerships is to gain a breadth of involvement from different national and international community perspectives. The result will be published as a traveling exhibit of photographs, a film, a book, a music compilation, and a web based curriculum designed for middle and high school students.

Appendix B

Typology of Activities in Global Studies in K-12

Below is a description and examples of the type of activities and programs that fall under global education. Programs are not included because of their demonstrated quality, though some are strong, but because they exemplify a type of program.

Integrated Global Education: Global education occurs throughout the school's curriculum in each subject.

John Stanford International School (JSIS) www.jsisweb.com, 2003 Goldman Sachs winner, is a kindergarten through fifth grade public, bilingual immersion school in Seattle, Washington, in which all subjects include a global focus. Principal Karen Kodama says, "Take each content area and think about how you can make it more global/international. For instance in reading use fairy tales - read a book from Africa, Asia, and South America - then compare and contrast the plot, setting, characters etc. Use a map and see where each story is from, this brings in geography. In high school, look at world health issues, international business and how different countries/cultures do business. "

Issue based or Subject based Global Education: Global education that is limited to one specific issue, such as the environment, or is focused in one class or one segment of the curriculum.

Needham High School, Massachusetts, is launching a global competency program that will combine travel abroad, community service, and foreign language programs. Funding to start the Needham program will come from a Needham Education Foundation grant, but the program is designed to be cost-effective. "We already have a foreign language program; we already require community service. What it is doing instead is refocusing and rechanneling what exists at high school level. . . This is not laying a brand-new program with a whole new level of bureaucracy or administration or staff." Under the program, students would travel abroad, perform community service involving another culture (either abroad or locally), show foreign language competency at a fourth-year level, and engage in side projects from reading books to preparing dishes from other countries. Those who complete the requirements will earn a certificate in global competence.

http://www.boston.com/news/local/articles/2007/07/22/high_school_is_thinking_globally/)

The Committee on Teaching about the United Nations (CTAUN) gives awards to teachers for best practices. This year, in the winner project, the children read many articles and researched statistics on water-related diseases in underdeveloped nations. They began to see the link between poor sanitary conditions and their effects on children like themselves. They were encouraged to compile their own research and stories to be shared as a group. Sixty children participated in an "Eco-Toon" portrayal of Vestergaard

Frandsen's "LifeStraw," an individual portable water-filtering device (www.Lifestraw.com). The resulting product was a collection of cartoons in book format. The titles covered all areas of concern including: The effect of water-borne disease on children; the resulting lack of education – primarily for girls—who must make the daily walk, very often for miles, to the water well; and problems arising from the lack of proper sanitation and hygiene. See also the WASH project at (www.wsscc.org).

The Model United Nations is an authentic simulation of the U.N. General Assembly and other multilateral bodies. More than 200,000 high school and college/university students worldwide participate every year. Some Model U.N. exercises take place in the classroom and others are school wide. Still others are regional, national, or even international. Today there are more than 400 conferences that take place in 35 countries.

The Capitol Forum, a national education initiative based at Brown University's Watson Institute for International Studies, www.choices.edu, is an experiential civic education initiative that gives high school students a voice in public consideration of current international issues. The program is run on a statewide basis in participating states and involves students both within the social studies classroom and beyond the classroom at their state capitol. The Capitol Forum seeks to raise awareness on critical international issues and to help develop a foundation for long term civic engagement. The program seeks to empower young people with the skills, knowledge, and participatory habits to be engaged citizens who are capable of addressing international issues through thoughtful public discourse and informed decision making. The year-long program culminates in a student ballot that is shared with elected officials and the media.

Study Abroad:

Walter Payton College Preparatory High School, www.wpcp.org, a Goldman Sachs's 2006 winner, boasts an exemplary Language Department enables students to select a four year course of study in Chinese, Japanese, French, Spanish, or Latin. Students have the opportunity to travel to a country where the target language is spoken and participate in a home-stay. Due in part to the school's strong partnership with the Sister Cities of Chicago organization and the support of faculty in helping students to raise funds to enable all students to participate in such activities, exchange programs exist with schools in Liaoning Province, China; Strasburg, France; Casablanca, Morocco; Osaka, Japan; and Concepcion, Chile, and students have also been fortunate to participate in an exchange with students from Durban, South Africa. Students prepare for this travel abroad by taking a semester-long seminar on the culture, politics, and history of the country and engaging in online research, videoconferences, and email to learn more about and communicate with natives of the country.

Electronic communication: Information exchange across cultures.

Global Nomads, www.gng.org, purpose is to foster dialogue and understanding among the world's youth. "It is our strong desire . . . to contribute to the realization of world peace through cross-cultural understanding." For a fee, schools can access

videoconferences on topics such as America's role in the Middle East or Environmental concerns or landmines to name a few . Numerous documentary videos and “webumentaries” are also available.

Global SchoolNet, a website with the stated mission of “linking kids around the world” lists numerous ongoing projects for communication. For example, in the “letters to Santa” project, young children from around the world submit letters to Santa, while older children from around the world pretend to be Santa and answer the letter.

Electronic collaboration: Information exchange with follow-up action.

iEARN, International Education and Resource Network, www.iearn.org started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world. A variety of subject areas, and student ages are represented. Schools must pay to participate.

Cyberschoolbus, www.cyberschoolbus.un.org , created in 1996 as the online education component of the Global Teaching and Learning Project, mission is to promote education about international issues and the United Nations. It promotes programs such as “Schools Demining schools,” in which Mary Wareham, Nobel Peace Prize winner, guides students in question and answer sessions with experts as well as students in Mozambique with the goal of first raising consciousness about the problem of landmines, followed by the effort of participants to raise funds to demine a school in Mozambique.

Global SchoolNet, a website with the stated mission of “linking kids around the world” partnered with Google Education to support global collaboration in the project “Global Warming Student Speakout!” Teachers and students used [Google Docs & Spreadsheets](#) collaborative software in a project to brainstorm strategies for combating global warming. Children of all ages from more than 80 schools around the world participated. In November 2006 Global School Net took out a [full-page ad](#) in USA Today to put their ideas in the spotlight.

The GLOBE, www.globe.gov , Earth System Science Projects (ESSPs) projects focus on student research experiences to explore and learn about Earth through a network of students, teachers, and scientists. Whether it is a simple exploration of local temperature variation using one of our easy to implement scientist-designed protocols, or an in-depth exploration of the carbon cycle with computer-based modeling, GLOBE projects are grounded in real science embedded in an inquiry-based, collaborative approach. The Globe is funded by NSF and NASA.

At ThinkQuest, www.thinkquest.org , funded by Oracle, students work in teams to build innovative and educational websites to share with the world. Participants learn research, writing, teamwork, and technology skills and compete for exciting prizes. Globally relevant themes are encouraged, and a special award is also presented to the team best demonstrating global perspectives. In addition to other criteria, entries are

judged on global impact demonstrated by a topic of global importance, diverse viewpoints on the topic, a clear differentiation between opinion and fact, and providing action steps, and/or effectively engaging others in addressing the issue.

Foreign language:

Washington International School in Washington, D.C., www.wis.edu, a Goldman Sachs International Education winner for 2006, is an urban private school serving approximately 850 students in grades pre K- 12. All 183 students in grades 6 to 8 are enrolled in intensive language study in Dutch, Spanish, or French. 65% of these students take history and geography in their target second language of either French or Spanish and 54% of students graduate from grade 12 with a bilingual diploma from the International Baccalaureate Organization. The students also have the option of pursuing a third language on an elective basis in French, Spanish, Italian, or Chinese and beginning in 2007-2008, language instruction leading to the International Baccalaureate exam in Chinese will also be available to all incoming sixth graders. In addition, all of the 8th grade students participate in a week-long exchange program with a school in the French or Spanish speaking world and plans are in place to develop a similar experience for those in the Chinese language track.

John Stanford International School (JSIS), www.jsisweb.com, a 2003 Goldman Sachs winner in 2003, is a kindergarten through fifth grade public, bilingual immersion school in Seattle, Washington, which requires students to learn math and science in Spanish or Japanese as well as study reading, writing and social studies in English — an approach called "dual-language immersion." Michael Levine, director of education at the New York-based Asia Society, states that JSIS, " . . . serves as a model for how foreign-language studies should be taught in America."
www.seattletimes.nwsourc.com/html/localnews/2002091980

The Chinese American International School, www.cais.org, San Francisco, a 2004 Goldman Sachs winner, is the oldest Chinese language immersion school in the United States and is a prototype for the teaching of Chinese in schools. Language learning is not just a classroom exercise. For example, students running for student government must give speeches in both Chinese and English, and even portions of science fair projects must be completed in both languages.

Service learning:

National Peace Corp Association (NPCA), www.rpcv.org, collaborating with Friendship Force International (FFI) offers international summer travel programs. In 2006, the trip went to Indonesia, with a homestay in Jakarta and five days in Banda Aceh high schools volunteering in English language classes.

The Peace Corp publishes Service Learning Students and Educational Framework, www.Peacecorps.gov/wws with worksheets for students and teachers to evaluate the service program in terms of the peace corps goals.

Exchange students:

Walter Payton College Preparatory High School, www.wpcp.org, a Goldman Sachs's 2006 winner, enrolls international students, currently including those from Morocco, Palestine, Ethiopia, Chile, Bulgaria, and China.

Teacher exchange:

The International College in Beirut, Lebanon (3,407 students, grades PK-12) developed a "shadowing" teacher-exchange program in which they contact schools known to have strengths in areas where they would like to improve. They pay for visas, house, feed, and provide educational and social activities for a visiting teacher for a week or two, and similarly the host school does the same for one of their teachers. Teachers must do some research and report to colleagues upon return. "Developing More Globally," by Art Charles proposes a network to ease such linkages.

Teacher travel:

The Center for Middle East Studies at the University of California, Santa Barbara, conducted an intensive K-12 teacher training seminar in Egypt, from June 19 through July 24. The 2004 seminar was made possible by a Fulbright Hays Group Projects grant from the US Department of Education. Twenty-eight teachers from all over California participated along with five UCSB faculty members. The innovation of the seminar was to combine academic discussions of Arabic language, Egyptology, Egyptian religious traditions, history, politics, art, culture, film, social studies, and women and gender issues with site visits to the places talked about in the seminar sessions. The 2004 seminar was made possible by a Fulbright Hays Group Projects grant from the US Department of Education. Twenty-eight teachers from all over California participated along with five UCSB faculty members. The hope was that seminar participants would forge their own ongoing exchanges and curriculum development projects with the Egyptians they met.